

AWD Pathways to Independence DRAFT_APR 2017					
	Pre-Requisite Skills	Functional Life Skills	Cross-Program	Pre-Employment/ Supported Employment/ Work Activities	Competitive Integrated Employment
Driver	Individualized Educational Program (IEP)	Individualized Program Plan (IPP)	SSSP Ed Plan Productivity Data Interviews Exit IPPs	Individualized Program Plan (IPP)	Individualized Program Plan (IPP)
Funding	Department of Education (K-12) Regional Center Department of Rehab	Regional Center Adult & Continuing Education Department of Rehab	SSSP Regional Center <i>Interagency Collaboration</i>	Regional Center Adult & Continuing Education Department of Rehab	Regional Center Adult & Continuing Education Department of Rehab?
Details	High School Transition Experiential Functional	Bridges to Employment Vocational Training Experiential on Campus Tailored Day Mobility Training Safety	Mt. SAC Orientation CASAS Assessment Follow Up Services Dual Enrollment Open Lab HLP Situational Assessment	Safety Adult & Continuing Education Mt. SAC / HLP Soft Skills Social Skills for Employment Employment Experiential Learning (community based) HLP Work Activity (workshop)	Job Placement HLP Supportive Employment
<i>In Progress</i> Needs		<i>Mt. SAC Life Skills Course</i>	Transportation	CTE Programs Internships, apprenticeships, certificate programs	Job Developer

Spring 2017

Glossary:

- **CASAS Powers Assessment** – Skills based assessment for people with intellectual disabilities.
- **Competitive Integrated Employment (CIE)** - People with disabilities have the same right to work at a job that pays them minimum wage or more, in a place that has people with and without disabilities working together, with the same advancement opportunities for all workers.
- **Curriculum based assessment** - are assignments, activities, or exercises that are done as part of a class, but that are used to provide assessment data about a particular learning outcome. The course instructor and/or other evaluators can evaluate the student work, often using a rubric.
- **Experiential Learning** - a process through which students develop knowledge, skills, and values from direct experiences outside a traditional academic setting.
- **Individualized Educational Program (IEP)** - is a written education plan to meet the K-12 and transition program learning needs. Public education services are driven by the IEP.
- **Individualized Program Plan (IPP)** – is a person centered plan for persons with intellectual disabilities from age 3 through the end of life that outlines both long and short term goals. Regional Center services are driven by the IPP.
- **Situational assessment** - consists of having the student work in the proposed work environment/job classification under supervision of the instructor/ job coach. Observations and reports are made based on the individual's performance that may include work skills, social skills, behavior, physical performance, work habits, mobility skills and attendance. The assessment can take place over a 10 to 20 day period of time and the results provide vocational information/student readiness for employment options.
- **Student Success and Support Plan (SSSP)** – core student services and support programs at the community college including orientation, assessment, education planning and follow up services.
- **Supportive Employment (SE)** – supports and services that allow people with disabilities, including intellectual disabilities, mental health, and traumatic brain injury, among others, to obtain and retain employment.

Pathways for success of all students:

1. Does the student have a vision for his life and future? How they want to live as an adult?
(If yes, move ahead, if no, take a class or do additional assessments to increase self-determination.)
2. Does the student have a vocational goal?
(If yes, move ahead, if not, refer to career center or career development classes.)
3. Does the student understand the pre-requisites for this goal such as personal characteristics, physical requirements, educational requirements? (If yes, move ahead, if no refer to career center or career development classes.)
4. Is the goal realistic based on student's Summary of Performance (academic records, work experience, physical abilities and assessments)?
If yes, move ahead to counselor for an education plan. If not, what are the next possible steps?
 - A. Further assessment or courses to determine student's strengths, preferences, learning style and areas that need improvement.
 - B. Courses to help students define and articulate their needs (self-advocacy).
 - C. Are there accommodations or services that would allow this student to reach their goal (AAC, AT, ESL, ABE, DSPS) remedial courses, or other traditional supports?
 - D. What services could help them determine a more realistic goal? What are their current support services? Do they have Regional Center support serving intellectual disabilities, Vocational Rehab services for a physical or other disability, Mental health services for a mental health issue for those with mental health issues, services for veterans or foster youth, a connection to the Center for Independent Living for any disability? If yes, can we collaborate with these services? If not, what referrals are appropriate?